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ABSTRACT

This paper briefly discusses relevant issues related to teacher education in New York State from a viewpoint consistent with the purpose of the American Association of Colleges for Teacher Education in New York State (AACTE/NYS). The introduction describes the purpose of the AACTE/NYS and states that teacher education should be multiform rather than uniform. The goal for the preparation and practice of professional personnel in the school of the New York State Board of Regents is stated. Issues discussed are the governance of teacher education; shared responsibility and accountability among schools, universities, and teachers; competency/performance-based teacher education; theory and practice; teacher supply and demand; human, fiscal, and material resources; and the need for partnerships and consortia that encourage cooperation among and between schools, colleges, the state department of education, and educational associations. (PD)

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# TEACHER EDUCATION IN NEW YORK STATE:

# RELEVANT ISSUES

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AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

OF NEW YORK STATE

Division of Professional Studies
State University College
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Preamble

It was the intention of the writers of this paper to remain consistent with the expressed purposes of the American Association of Colleges for Teacher Education of New York State.

> The purpose of this Association is to provide, through professional organization and cooperation, continuous search for and promotion of ideas and practices which are most effective in the education of teachers, particularly in New York State; and to act as a voice for teacher education institutions in New York State in a united articulation of positions with respect to strengthening and developing education and teacher preparation in New York State.[1]

This paper is an initial statement of AACTE-NYS and should not be viewed as all-inclusive or conclusive. It deals with the following issues:

a. Purpose of AACTE-NYS.

b. Teacher Education Needs to be Multiform.

c. New York State Board of Regents' Goal.

d. Governance of Teacher Education.

e. Shared Responsibility and Accountability.

f. CBTE - PBTE?

g. Criteria for Determining Professional Effectiveness.

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[1] Statement of the Nature, Purpose, and Objectives of the American Association of Colleges for Teacher Education of New York State. Adopted by AACTE-NYS, 1972.

h. Balancing Theory and Practice.

i. Supply and Demand.

j. Resources to Support Teacher Education.

k. Consortia and the Preservice-Inservice Continuum.

Introduction

Having recently emerged from a period of significant growth and expansion, Teacher Education in New York State is now facing an era of unprecedented challenge; an era characterized, among other things, by added emphasis on accountability and performance-based assessment of educational outcomes.

As professional educators we maintain the belief, based on solid study and research, that there is no one best way to prepare teachers. Institutions should be free to develop programs that are forward-looking, responsive to local situations, and sensitive to the needs of students, teachers, professors, and parents. Teacher Education in New York State should be multiform rather than uniform.

Regents' Goal

The stated goal of the New York State Board of Regents for the preparation and practice of professional personnel in the schools is:

> To establish a system of certification by which the State can ensure the public that professional personnel in the schools possess and maintain demonstrated competence to enable children to learn.[1]

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[1] New York State Board of Regents, Education Beyond High School, Albany: State Education Department, 1972, p. 62.

To achieve this goal, Teacher Education should be viewed as the task of the entire (united) profession, including higher education, schools, state agencies, and professional associations.

The Governance of Teacher Education

The governance of Teacher Education in New York State should be studied carefully with particular emphasis being placed on the study of governance by consortia. We think it is important to make a distinction between the policy-making aspect of governance and those aspects that deal with program planning, development, implementation and evaluation.

It is our belief that matters pertaining to policy and policy-making will have to be dealt with at both the state and local levels, but decisions relating to program and program governance can best be left to local and/or regional consortia for resolution.

We fully recognize that the legal responsibility for program monitoring in New York State lies with the State Education Department and the Board of Regents.

Shared Responsibility and Accountability

Historically the responsibility for Teacher Education has been placed with the institutions of higher education. The new standards for certification mandate that henceforth consortia of schools, universities and teachers share the responsibility for planning and implementing Teacher Education programs. Such consortia can work only if boards of education are able to assume joint responsibility and have joint accountability (including fiscal accountability)

for the preparation and renewal of teachers along with the colleges. Given the present state of affairs, boards of education cannot be expected to assume legal responsibility without enabling legislation being passed at the state level, nor can they be expected to assume fiscal accountability until resources are allocated from the state, specifically earmarked for teacher education.

Likewise professional associations (collegiate and non-collegiate) have to assume an increased responsibility for assisting the individual professional in his ongoing development as a teacher. In addition, a concentrated effort should be put forth to establish vehicles to promote linkages between the resources of the colleges and schools (i.e., Teaching Centers, consortia, etc.), which will provide for a sharing of preservice and inservice responsibilities, as well as to exchange options for human resources with the end result being that the professional preparation of teachers becomes a cooperative (joint) responsibility of the schools and the institutions of higher education.

CBTE/PBTE

Controversy seems to surround competency-based and/or performance-based teacher education at the present time. We do not view CBTE or PBTE as a new way of preparing teachers but rather as a way of looking at the outcomes of any or every Teacher Education program. CBTE/PBTE tends to place increased emphasis on examining program outcomes not only in terms

of the trainees' ability to perform academic functions but also in terms of his ability to perform job-related functions. While we agree with increased emphasis being placed on job-related functions we want to make sure that this does not result in any relaxing of the emphasis that has been traditionally placed on the academic and humanistic aspects of Teacher Education.

We recognize the logic in placing more emphasis on "exit" requirements, and less emphasis on "entrance" requirements, to programs of preparation. In its efforts to bring the preservice and inservice programs closer together, the profession should establish "exit" requirements from programs of preparation that have close relationship to "entrance" requirements for the practicing profession. We believe these requirements (criteria) ought to be made public and explicit (to the extent possible) prior to entry and must be applied in such a way as to allow and in fact encourage candidates from minorities to enter. Likewise we strongly support any and all efforts to bring preservice and inservice programs, schools and colleges, teachers and professors, superintendents and deans closer together.

There can be no disagreement with the idea that programs designed to prepare teachers should result in professional competence. However, there is no common agreement at the present time as to the criteria for determining competence.

While it is agreed that ultimately pupil performance might be the underlying basis for judging the competence of professional personnel, given the present state of the art with its lack of agreement as to the definition of

competence and a very limited capacity for valid measurement of the effects of teaching, this basis does not seem to be appropriate at this time.

Presently it is believed to be far more defensible and realistic to use what Richard Turner refers to as Criterion Level Three[1] where pupil performance data are not a major consideration in making judgments about professional competence. Observable behaviors of the teacher become the basis for making judgments rather than the student outcomes associated with these behaviors. Turner indicates that this criterion level provides a relatively high degree of confidence sufficient to be useful in the initial certification of teachers and can serve to determine the efficacy of Teacher Education programs.

Some aspects of a program may have delayed effects and may serve as "enablers" -- readying students for a later "delayed" development and/or demonstration of a particular competency or proficiency. Thus we don't see the need for each teaching component being translated immediately into job-related competencies.

Theory and Practice

There should be a concern for both the theoretical and practical within Teacher Education. Vehicles must be provided to facilitate the ongoing integration of theory and practice as well as method and content in Teacher Education. The means to achieve these ends should be based on the uniqueness of

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[1] Richard L. Turner, "Relationships Between Teachers for the Real World and the Elementary Models," in Benjamin Rosner et al. (eds.), The Power of Competency-Based Teacher Education, Boston: Allen & Bacon, 1972, pp. 188 - 221.

cooperating agencies and might range from highly innovative, competency-based teacher education to the more traditional methodologies. There are many vehicles for the acquisition of teaching competence. Energy and resources should be devoted to developing settings both within colleges and in the field to provide for the practice of applied skills (i.e., simulations, micro-teaching, etc.). The training and educational programs for teacher personnel should include an emphasis on the development of skills, understandings, attitudes, and competencies which will provide continual professional development.

Teaching centers that bring together into one conceptual system teachers and students, colleges and schools, and theory and practice, are to be fostered.

Supply and Demand

The question of supply and demand should not only be considered from a quantitative viewpoint but also should deal with the kind of teachers we prepare. The teaching profession has an unusual opportunity at the present time to be much more selective in whom it accepts into its ranks. This should provide an opportunity to take a pro-active stance and select into the profession people who not only demonstrate competence in the teaching field, but also who demonstrate a capacity to think, to imagine, to analyze, to reflect, to lead and to communicate.

To more adequately deal with the question of supply and demand, attention should be given to the following considerations at the State level:

1. relationship studies between supply and demand should be conducted regularly, perhaps on a bi-annual basis;

2. data from these studies should form the basis for mission-oriented planning;

3. information systems should also be developed to determine what kinds of people are entering the profession, what kinds of people remain in the profession, and what kinds of people are needed in the profession;

4. better entrance and/or placement data-gathering techniques need to be developed;

5. individualized career planning and counseling systems should be developed at the local level to assist both preservice and inservice professionals;

6. degrees and certification ought to be more clearly distinguished;

7. ongoing projective studies should be conducted so as to better anticipate demands for training modifications arising from population shifts, changes in manpower needs, or adjustments in program emphasis or priorities;

8. regional needs may suggest regional priorities and regional emphasis. This may suggest that some institutions be discouraged from training particular kinds of teachers while others will be encouraged to establish training programs specifically designed to meet certain needs;

9. state-financed incentives are encouraged to assist institutions in making such need-oriented transitions;

10. In any case, it is suggested that the supply should be greater than the demand to allow for expanding quality. Also the formal study of education is not strictly vocational, but has life-value in and of itself as a liberal study.

Resources

With respect to human, fiscal, and material resources, we believe that the resources provided by the State through higher education institutions should be maintained and increased with a set portion of these being allocated annually to research and development. In addition, we recommend that a portion of State funds be added to the elementary and secondary school budget marked specifically for teacher development, both preservice and inservice.

Vehicles oriented toward promoting greater cooperation between schools and colleges, and utilizing resources in highly complementary fashions, should be explored to the fullest.

To accomplish the Regents' goal as stated in Unit Two of the Statewide Plan for Post Secondary Education, new resources, particularly fiscal, must necessarily be supplied at the State level. These resources should be distributed among higher education, elementary education and secondary education.

Partnerships and Consortia

The present situation of Teacher Education nationally is paradoxical to the extreme. Quality has been sacrificed and compromised through antagonisms between colleges and schools and between liberal arts faculties and education faculties. Organizations likewise have found themselves divided between issues that promote quality education and issues that serve the organization.

Strong efforts need to be made at every level and in all regions in New York State toward greater collective reinforcement of preservice and inservice training programs that are cooperatively developed and cooperatively implemented. To this end, a network of consortia composed of schools, colleges, the State Department of Education and associations should be encouraged. And finally, if Teacher Education in New York State is to retain its professional stance and the excellence for which it has come to be known, then we must constantly be on guard lest we compromise standards of excellence. The historically strong leadership from institutions of higher education must not be traded off to agencies or groups less knowledgable and less able to provide effective leadership.

Our hope is that the future holds forth the promise of greater excellence and stronger and more effective leadership than ever before.